

The University of Chicago

THE EVOLUTION OF ADMINISTRATIVE
OFFICES IN INSTITUTIONS OF HIGHER
EDUCATION IN THE UNITED STATES
FROM 1860 TO 1933

A PART OF A DISSERTATION SUBMITTED TO THE
FACULTY OF THE DIVISION OF THE SOCIAL
SCIENCES IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

1936

By
EARL JAMES McGRATH

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CHAPTER I

THE PROBLEM AND THE METHOD OF STUDY

Higher education in America has expanded rapidly in the past seventy-five years. The comparatively simple administrative organization which characterized the college or university of the nineteenth century has become more complex as the size of institutions has increased. This change is clearly stated by Judd in an address before the American Association of Collegiate Registrars. He comments as follows:

There are two general observations which I should like to record before taking up the direct discussion of my topic. The first is that our higher institutions of learning have moved steadily in their recent evolution in the direction of decentralization of administration. This is a natural consequence of the specialization which is characteristic of modern times, and of the rapid increase in the size of universities and colleges. There is little or nothing left today of the old-fashioned type of personal administration about which one reads in the records of the college of two generations ago where the president was a kind of patriarchal overlord with full knowledge of the student body and of the personal traits and academic doings of each of the members of the faculty.¹

Another prominent educator speaking of the historical changes that have taken place in the administration of higher education says:

The future historian of American higher education will be impressed by the development of administrative organization and administrative technique. In a short generation, American universities and larger colleges have grown from one-man concerns, which presidents handled without assistance

¹Charles H. Judd, "Lines of Study Suitable for College Registrars," Proceedings of the Twelfth National Meeting, American Association of Collegiate Registrars, p. 28. Chicago, Illinois, 1924.

and often without advice, to large and complicated enterprises. In the same period, one administrative function after another has been delegated to special officers-deans, comptrollers, directors and registrars. An administrative hierarchy has grown up which has no counterpart in the university organization of any other country.¹

A survey of the literature dealing with the historical development of administrative offices in institutions of higher education reveals that no extensive investigation of this phase of higher education has been undertaken. It is the purpose of this study to trace the development since 1860 of the administrative offices now in existence in the larger colleges and universities in this country. It has been considered desirable to study the following offices: the offices of the president, the vice-president, the dean, the dean of women, the dean of men, the assistant dean, the librarian, the secretary of the faculty, the registrar, the alumni secretary, and the business officer.

This study seeks to answer the following questions concerning the offices studied:

1. When did the office first appear in the administrative organization of institutions of higher education?
2. What title, or titles, did the incumbents of the office have during the period studied?
3. With which if any other administrative offices was each office combined?
4. How much responsibility for teaching were those holding the various offices expected to assume?
5. What academic training have the incumbents of these offices had?

¹Samuel P. Capen, "The Registrar's Office a Barometer of Educational Tendencies," Proceedings of the Tenth Annual Meeting, American Association of Collegiate Registrars, p. 24. Washington, D.C., 1920.

6. What has been the length of tenure of the individuals holding the various offices during the period from 1860 to 1933?

7. What changes or trends have occurred in these administrative offices from the date of establishment to 1933?

To answer the foregoing questions it was necessary to select a group of representative institutions of higher education which have had continuous existence from 1860 to 1933. It was, moreover, considered desirable to select institutions which varied in size and in geographical location in order to make comparisons in terms of the factors set forth above. Four groupings were, therefore, decided upon as follows:

1. A group of eight state universities situated in the middle west.

2. A group of eight large eastern institutions with enrolments in 1933 of more than two thousand students.

3. A group of eight small eastern institutions with enrolments in 1933 of approximately one thousand students, or fewer.

4. A group of eight small western institutions with enrolments in 1933 of approximately one thousand students, or fewer.

The selection of institutions within each of these four groups was limited originally by the accessibility of historical materials in the library of the University of Chicago. The fact that it was possible to secure only thirty-two institutions of comparable characteristics has in no aspect invalidated the results. That the sample is adequate is demonstrated by the fact that in almost all instances in which the data in the present study were compared with others of greater scope remarkably little variation is found. It was found impossible to

secure eight institutions in each group which were founded before 1860. Therefore, five institutions have been included in the study which were founded a few years later than 1860. Since most of the offices studied were established later than the date of foundation of these five institutions the results have not been significantly influenced.

The following colleges and universities compose the groups selected to be used throughout the present study. Whenever reference is made to these institutions this classification will obtain:

Eight State Institutions

<u>Institution</u>	<u>Location</u>	<u>Founded</u>
The University of Illinois	Urbana, Illinois	1867
Indiana University	Bloomington, Indiana	1820
The University of Iowa	Iowa City, Iowa	1847
The University of Michigan	Ann Arbor, Michigan	1837
The University of Missouri	Columbia, Missouri	1839
The University of Nebraska	Lincoln, Nebraska	1869
The Ohio State University	Columbus, Ohio	1873
The University of Wisconsin	Madison, Wisconsin	1848

Eight Large Eastern Institutions

Brown University	Providence, Rhode Island	1764
Cornell University	Ithaca, New York	1865
Dartmouth College	Hanover, New Hampshire	1769
Harvard University	Cambridge, Massachusetts	1636
New York University	New York, New York	1831
University of Pennsylvania	Philadelphia, Pennsylvania	1740
Princeton University	Princeton, New Jersey	1746
Yale University	New Haven, Connecticut	1701

Eight Small Eastern Institutions

Amherst College	Amherst, Massachusetts	1821
Bucknell University	Lewisburg, Pennsylvania	1846
Colby College	Waterville, Maine	1813
Colgate University	Hamilton, New York	1817
Hamilton College	Clinton, New York	1812
Lafayette College	Easton, Pennsylvania	1826
Wesleyan University	Middletown, Connecticut	1831
Williams College	Williamstown, Massachusetts	1793

Eight Small Western Institutions

<u>Institution</u>	<u>Location</u>	<u>Founded</u>
Beloit College	Beloit, Wisconsin	1846
Carleton College	Northfield, Minnesota	1866
Grinnell College	Grinnell, Iowa	1846
Knox College	Galesburg, Illinois	1837
Lawrence College	Appleton, Wisconsin	1846
Oberlin College	Oberlin, Ohio	1832
Olivet College	Olivet, Michigan	1859
Wabash College	Crawfordsville, Indiana	1832

A complete file of catalogues and other historical documents pertaining to these institutions was not available in the University of Chicago Library. Therefore, it was necessary to seek additional information in the Library of Congress and in the Library of the United States Office of Education in Washington. A very complete body of historical materials was found in these libraries. A few colleges and universities were also visited personally and a voluminous correspondence was carried on with librarians and administrative officers in the institutions concerned. Therefore, it is felt that every reasonable attempt has been made to locate all material bearing on the problem.

The historical authenticity of the documents to be used was tested before any material was collected. The annual catalogues, or registers of the institutions contain a large amount of historical material pertinent to this problem. Officers' names, their titles, degrees held, and teaching responsibilities are listed therein. A comparison was made of these data and similar material appearing in biographies, trustees' annual reports, alumni lists, institutional histories and other such published documents. The results of this comparison disclosed that catalogues were accurate in the statements appearing in them, but frequently an office was omitted for the first year or two of its existence.

The following procedure was devised to obtain the missing information. The date of establishment of each office was ascertained together with the title and name of the person holding the office for each year subsequent thereto. Where the office was omitted for a year, or period of years, a record was made to that effect. When all material pertaining to the various offices of a single institution had been gathered a letter was sent to the reference librarian of that institution setting forth the name of the first incumbent of these offices and a statement of the years for which no incumbent was listed. The librarian was asked to determine from sources available in the institution, such as faculty and trustees' minutes, whether the catalogue statement was accurate as presented in the letter. A one hundred per cent response to these letters was received. In a very large percentage of cases the completeness of the catalogue statement was thus established. However, in some instances additional information was supplied. In other instances the writer was referred by the librarian to other officers within the institution who supplied the necessary information. The original data were then corrected in accordance with the material thus obtained. In a few instances such information was not available because records had been lost through destruction by fire, or otherwise. In such instances the fact is recorded in the appropriate place in the study.

The main body of the dissertation is composed of eleven chapters each of which presents data regarding an administrative officer. The chapters are further divided into sections in which are discussed the individual items relating to each office. Trends from 1860 to 1933 in regard to these various items are studied and presented. A summary at the end of each chapter

presents the leading facts pertaining to each office.

The next to the last chapter presents data concerning the increase in the number of administrative officers listed in the catalogues of the institutions studied in selected years from 1860 to 1933. These data are presented in tabular and graphic form.

A final chapter presents a comparison of the various administrative offices with reference to the items considered, such as the date of establishment, characteristics of the incumbents of the offices, and length of tenure of the various officers. The attempt has been made in this concluding chapter to show how the administrative organization of higher institutions has increased in complexity in the period from 1860 to 1933.

The dissertation could have been extended in scope by an investigation of the functions performed by each administrative officer. Such a study would have investigated the services rendered by institutions of higher education, and the number of administrative officers required to offer such services. It was originally planned to include this project in the present study, but the historical materials available were not sufficient to make it possible. Visits were made to a number of institutions in the hope that such material could be found in their libraries, but it was discovered that very few historical materials of such a character exist. The trustees' and faculty minutes of these institutions were read rather carefully in the hope that statements concerning functions performed by various officers could be found. The name of the secretary of the faculty usually appeared in the minutes, and an occasional comment was found concerning transactions of the treasurer, or a report by the dean or registrar concerning student accounting. Other than this no

material concerning administrative duties could be found. These efforts were so unfruitful that it was decided to discontinue that aspect of the investigation.

SUMMARY

1. The office of vice-president is found in fourteen, or less than 50 per cent, of the thirty-two institutions in this study.
2. This office has been combined with other administrative offices in most instances, and frequently it has been combined with the office of dean.
3. Vice-presidencies appear in this group of institutions as early as 1860, but the largest percentage is found in 1890 when 21.9 per cent had this office.
4. Of the thirty-nine persons who held the office of vice-president in these institutions at some time since 1860, thirty-four, or 87.2 per cent have had teaching responsibilities. A large percentage of the latter have taught in the physical sciences.
5. The Master's degree has been held by 53.8 per cent of vice-presidents in office during the period 1860 to 1933. In addition 38.4 per cent obtained the Doctor's degree. The percentage holding this degree has increased from 1880 to 1933. The percentage of vice-presidents holding either the Master's or Doctor's degree is 92.2.
6. The median tenure of thirty-nine vice-presidents from 1860 to 1933 has been five years.

SUMMARY

1. The title "Dean" has been used in all but one of the thirty-two institutions studied. The title was used in professional divisions of academic institutions earlier than in colleges of arts and sciences.
2. Great diversity has existed in the titles used by institutions to designate the office of dean. The most common titles have been "Dean of the College" and "Dean of the Faculty", although these titles have not been used by any of the eight state institutions. Greater diversity is found in the larger institutions than in the smaller.
3. The dean's office was established in the large eastern and state institutions earlier than in the small institutions. The median year for the establishment of the office of dean in the thirty-one institutions is 1891 with a range of from 1860 to 1918. By 1900, 80.7 per cent of the thirty-one institutions had established the office of dean and by this date 100 per cent of the sixteen large institutions had established the office.
4. Of 174 deans in office in the thirty-two institutions from 1860 to 1933, 97.0 per cent have had teaching responsibilities in addition to their administrative duties. There is no tendency for the academic deans to devote their full time to administrative work.
5. Deans have taught in all fields of knowledge except the fine arts. Few deans have taught in the biological sciences and in the state institutions few have taught in the field of religion, philosophy, and psychology. In 1933, 38.1 per cent of the deans in the private institutions taught in the field of modern language and literature.

6. The Bachelor's degree has been held as the highest degree by a nearly constant percentage of deans, varying between 10.0 in 1880 and 6.5 in 1933. There has been a decrease in the percentage of deans holding the Master's degree and an increase in the percentage of those holding the Doctor's degree. During the period 1860 to 1933 the Master's degree was held by a smaller percentage of deans, and the Doctor's by a larger percentage of deans, than of presidents. This fact indicates better academic preparation on the part of the deans.
7. Length of tenure of deans in these thirty-two institutions has been short. In the small western institutions the median in years is three. The longest median tenure is seven years found in the small eastern institutions. The median for all deans from 1860 to 1933 is only five years.

SUMMARY

1. A chief administrative officer in charge of women appeared very early in the institutions in this study. The titles "Preceptress", "Lady Principal" and "Principal of the Ladies Department" preceded the title "Dean of Women" in this office, but the latter title was used in four-fifths of institutions of higher education in 1933.
2. A majority of deans of women holding office during the period 1870 to 1933 have had teaching responsibilities. A greater percentage of deans of women in small institutions have had teaching duties than in the larger institutions. Some disparity exists between the figures concerning teaching responsibilities of deans of women in the present study and those in other studies reported. It can be said, however, that at least two-thirds of the deans of women in office in 1930 had some teaching responsibility.
3. All studies of the fields of knowledge in which deans of women have taught report a majority in the field of modern language and literature. The social sciences are represented next most frequently.
4. The Master's degree has been held by a larger percentage of deans of women than any other degree. Forty per cent of these officers held the Master's degree in 1933. This percentage has not changed perceptibly since 1900. Since 1900 about a fifth of deans of women in this study held the Doctor's degree. All such officers since 1900 have obtained at least the Bachelor's degree although the percentage holding this degree has not changed significantly since 1870. The dean of women is not so well prepared academically as the dean of the

faculty. In 1933, 93.6 per cent of academic deans possessed either the Master's or Doctor's degree while only 65.0 per cent of deans of women held one or both of these degrees.

5. Deans of women have had only a brief tenure of office. Those holding office in twenty-two institutions during the period 1860 to 1933 have had a median tenure of only three years.

SUMMARY

1. The office of dean of men is found in fewer than half of the thirty-two institutions in this study, and it appears more frequently in large institutions than in smaller ones. The office, like that of dean of women, is confined very largely to coeducational institutions.
2. The title "Dean of Men" has been used most frequently to designate the office, and the practice has been followed increasingly in recent years. The office has frequently been combined with other offices. This study and others of a similar character indicate that the office of dean of men has been an administrative development exclusively of the twentieth century. The earliest of these offices appeared at Oberlin in 1902, and the median year of establishment is 1920.
3. A large percentage of deans of men have had teaching responsibilities. These men have taught in all fields of knowledge except in the fine arts. The differences in the percentages in various fields are hardly large enough to be significant.
4. A majority of deans of men have held the Doctor's degree and about three-quarters of these officers have held a degree higher than the Bachelor's.
5. The median tenure for deans of men in the fifteen institutions having the office has been four years.

SUMMARY

1. The office of registrar is found in all of the thirty-two institutions at some time between the year 1860 and 1933. It has very frequently been combined with other administrative offices, the most common being that of secretary of the faculty. The office of registrar has been combined with other offices less frequently since 1915 than previously.
2. The office of registrar appears earlier in large eastern institutions than in the other institutions. This difference in date of establishment appears to be due to the fact that the title "Registrar" in many of these institutions represented a different officer, namely the secretary of the faculty. In the other twenty-four institutions the office of registrar appeared at about the same time. The hypothesis is advanced that the appearance of this office is a response to the increased student bookkeeping occasioned by the introduction of the elective system.
3. Registrars were largely teaching members of the faculty in the early years. The percentage of those with teaching responsibilities has decreased steadily until in 1933 only 21.4 per cent have teaching duties.
4. Registrars have taught in the fields of physical sciences to a much greater extent than in other fields. There has been a decided decrease in the percentage of registrars teaching in the fields of the classics, and religion, philosophy, and psychology.
5. About two-fifths of the registrars holding office during the period 1860 to 1933 have held the Master's as their highest degree. The percentage holding this degree has decreased since 1880 and the percentage of those holding the Bachelor's degree

has risen, while the percentage of holders of the degree of Doctor of Philosophy has remained unchanged. The teaching registrars have consistently held the highest academic degrees.

6. These data indicate that the recent incumbents of the office of registrar have not possessed the academic training of their predecessors, nor have they held teaching positions to the same extent. The office is becoming one which requires the full time services of a person not necessarily possessing advanced academic training.

SUMMARY

1. The office of secretary of the faculty in thirty-one institutions of higher education has been combined with many other administrative offices since 1860. A greater variety of titles has been associated with this office than with any other in this study. This office differs from all others except that of the president in its close association with the business offices and the board of trustees.
2. The office of secretary of the faculty appears very early in most institutions. The percentage of institutions having the office of secretary of the faculty has not changed materially since 1880.
3. The office is becoming largely an administrative office. This condition is especially observable in state universities where most incumbents have little teaching responsibilities, and very little academic training as represented by advanced degrees. In the private institutions the secretary still continues to be largely a teaching member of the faculty, although in these groups, too, the percentage with teaching duties is decreasing.
4. Secretaries of faculty have taught in all fields of knowledge. The majority have been selected from classics and the physical sciences and few from the biological sciences. There is intense concentration in no field, however; and the percentages vary widely from decade to decade indicating an absence of established policy in selection.
5. The secretary of the faculty has had only a short tenure of office. The median for 270 instances in these thirty-one institutions from 1860 to 1933 is only three years.

SUMMARY

1. The office of librarian was established by 1860 in most institutions of higher education and has had continuous existence since that time.
2. The office of librarian previous to 1900 was a minor administrative office frequently combined with other offices and with teaching responsibilities. Since 1900 it has become almost entirely an administrative office.
3. A marked decrease has occurred in the amount of teaching done by librarians, although in recent years courses in library science have raised the percentage of those carrying teaching responsibilities.
4. Librarians before 1900 taught largely in the fields of classics, and modern language and literature. Since 1900 the percentage in these fields has fallen rapidly and the percentage in social sciences has risen correspondingly.
5. A large proportion of librarians prior to 1900 held the Master's degree. The percentage of those holding this degree has decreased. The percentage holding the Bachelor's degree has risen significantly since 1900. Very few librarians have held the degree of Doctor of Philosophy. Almost all those holding this degree are found in the large eastern institutions, while the largest percentage of Bachelor's degrees are held by librarians in state institutions.
6. The median tenure of librarians in thirty-two institutions has been six years. Twenty-five have served for more than twenty years.

SUMMARY

1. The office of assistant dean has existed in fewer than half of the thirty-two institutions in this study. In 1933 only 31.3 per cent had such an officer. The median year of establishment of the office in these institutions is 1915 with a range in years from 1894 to 1929, indicating that this office is an administrative development of the twentieth century.
2. The office has not frequently been combined with other administrative offices.
3. Excluding Harvard University where a unique policy prevails, 85.2 per cent of assistant deans have had teaching responsibilities.
4. Assistant deans have had the shortest median tenure in years of any of the officers in this study. It is 2.5 years with a range from one to eleven.

SUMMARY

1. The office of alumni secretary is an administrative development of the twentieth century. It is found in about 95 per cent of thirty-two institutions of higher education in 1933.
2. This office has been combined with other administrative offices in one-third of these institutions.
3. Only 7.9 per cent of alumni secretaries have had teaching responsibilities, and approximately two-thirds of these officers have held only the Bachelor's degree. These facts reveal that from the beginning the alumni secretary has been almost exclusively an administrative officer without the advanced academic training which characterizes the other officers in this study.
4. Alumni secretaries have had an average tenure of four years.

SUMMARY

1. The median number of administrative officers listed in thirty-two institutions of higher education has increased from 4 in 1860 to 30.5 in 1933.
2. The largest number of such offices listed in 1860 was seven, and the largest in 1933 was 137.
3. The smallest number of offices in 1860 was two and in 1933 the smallest number was twelve.
4. Even among institutions of approximately the same size and the same academic offerings large differences exist in the number of administrative offices engaged in administering the institution.

CHAPTER XIV

GENERAL CONCLUSIONS

The data presented in the chapters dealing with the various administrative offices will be collated in this chapter. Comparisons will be made of the various officers in terms of the items studied. Furthermore, each section of this chapter will recapitulate and compare the results obtained in the corresponding sections of each of the other chapters. Finally, the evolution of the various administrative offices will be presented.

Date of Establishment of Administrative Offices

Table LXXXIII presents information concerning the establishment of eleven administrative offices in thirty-two institutions of higher education since 1860. Medians in years are presented in this table for each officer. Considering all institutions as a single group the eleven administrative offices studied were established in the following order: the president, the librarian, the secretary of the faculty, the registrar, the vice-president, the dean, the dean of women, the chief business officer, the alumni secretary, the assistant dean, and the dean of men.

The figures in Table LXXXIII show that these eleven administrative offices evolved in approximately the same order in all groups of institutions. Some exceptions are to be found. Thus, the dean of women was established much earlier in small western institutions than in the other groups. This office appears fourth in order in the western institutions, and seventh in the other groups. The academic dean, on the other hand, is sixth in sequence of establishment in the western colleges, fourth in the state

TABLE LXXXIII
DATE AND ORDER OF ESTABLISHMENT OF
PRINCIPAL ADMINISTRATIVE OFFICES IN THIRTY-TWO
INSTITUTIONS OF HIGHER EDUCATION, 1860-1933

Offices	Eight State Institutions		Eight Large Eastern Institutions	
	Median	Order of Establish- ment	Median	Order of Establish- ment
President	1860	1	1860	1
Librarian	1864	2	1860	2
Secretary of Faculty	1867	3	1866	4
Registrar	1887	5	1864	3
Vice-President				
Dean	1883	4	1881	5
Dean of Women	1896	6	1900	6
Chief Business Officer	1904	7	1905	7
Alumni Secretary	1910	8	1919	8
Assistant Dean				
Dean of Men				

TABLE LXXXIII—CONTINUED

Eight Small Eastern Institutions		Eight Small Western Institutions		All Institutions	
Median	Order of Establish- ment	Median	Order of Establish- ment	Median	Order of Establish- ment
Before					
1860	1	1860	1	1860	1
1860	2	1860	2	1860	2
1874	3	1860	3	1867	3
1887	4	1889	5	1887	4
				1889	5
1891	5	1898	6	1891	6
		1862	4	1896	7
1905	6	1920	7	1906	8
1919	7	1920	8	1918	9
				1915	10
				1920	11

institutions, and fifth in the two groups of eastern institutions.

The generalization warranted by the figures in Table LXXXIII is that although the various administrative offices were established at different median dates in these four groups of institutions, the sequence of establishment was essentially the same. The three oldest administrative officers are the president, the librarian, and the secretary of faculty, and the most recently established are the alumni secretary, the assistant dean, and the dean of men. The three latter have appeared almost exclusively during the twentieth century.

Teaching Responsibilities of Administrative Officers
from 1869-1933

Table LXXXIV presents information concerning the percentages of the various administrative officers having teaching responsibilities from 1860 to 1933.

Data are available from 1860 to 1933 for the offices of president, vice-president, dean, dean of women, secretary of the faculty, registrar, and the librarian. The percentage of each of these officers teaching in selected years has decreased significantly from 1860 to 1933 with the exception of the dean of women and the academic dean. But the most pronounced decreases have come in the office of president and registrar. For the percentage of presidents having teaching responsibilities decreased from 88.8 in 1860 to 6.3 in 1933, while the decrease in registrar's teaching responsibilities has been from 75.0 per cent in 1860 to 21.4 per cent in 1933. Data are available for the dean of men only from 1910 to 1933. The percentage of these officers with teaching duties has decreased from 100.0 in 1910 to 66.7 in 1933. Since the offices of assistant dean and alumni secretary are of such recent origin, and found in so few institutions, data regarding

teaching responsibilities of these officers are not reported for selected years. Of assistant deans holding office since 1900, 50 per cent have had teaching responsibilities and 7.9 per cent of alumni secretaries have taught during the same period. For no administrative officer has the percentage of teaching responsibilities increased over the period studied.

Figures showing percentages of all the various officers having teaching duties during the period studied are presented in the last vertical column of Table LXXXIV. These figures indicate that 50.0 per cent, or more, of all officers have had teaching responsibilities with the exception of the alumni secretary. It is clear, therefore, that administrative officers have been preponderantly teaching members of their respective faculties, although the trend is toward the development of administrative offices requiring the full-time services of persons holding those offices.

Fields of Knowledge in Which Administrative Officers Have Taught

A large percentage of presidents of thirty-two institutions of higher education have taught in the field of religion, philosophy, and psychology during the period from 1860 to 1933. The percentage in this field has decreased significantly, however, in recent decades and a larger number of chief administrative officers are being selected from the field of the social sciences.

Of the thirty-nine vice-presidents in office between 1860 and 1933, 41.2 per cent have taught in physical sciences, but in recent decades a larger percentage of these officers has been chosen from the field of modern language and literature.

No intense concentration of teaching responsibilities in any field of knowledge is observable in the case of the academic

deans in these institutions. But fewer such officers have taught in the fields of religion, philosophy, and psychology and the biological sciences than in other fields.

More than 50 per cent of deans of women have taught in the field of modern language and literature. Moreover, the percentage in this field has been consistently high throughout the period studied.

Approximately two-fifths of registrars have had teaching duties in the field of physical sciences. Percentages in other fields do not vary significantly.

Secretaries of the faculty have taught largely in the physical sciences and in classics. However, in recent years fewer are found in the latter field.

A large proportion of librarians in these institutions has had teaching responsibilities in classics and modern language and literature. The percentage in classics has decreased significantly in recent years.

A large proportion of assistant deans, alumni secretaries and deans of men has had teaching responsibilities in the field of modern language and literature.

A summary of these facts shows that a larger percentage of administrative officers has taught in the field of modern language and literature than in any other. The physical sciences are represented next most frequently. Next in order are religion, philosophy, and psychology, the social sciences, and classics. Fewer than a half dozen administrative officers have taught in the field of fine arts during the period from 1860 to 1933.

Highest Degrees Held by Administrative Officers
Information concerning highest degrees held by administra-

tive officers during the period 1860 to 1933 is presented in Table LXXXV.

These data show that a very small percentage of administrative officers has held no academic degree. The exception occurs in the instance of deans of women. Of all deans of women in these thirty-two institutions from 1860 to 1933, 15.4 per cent have had no academic degree.

Professional degrees, largely the M.D. and LL.B., have been the highest degrees of a small percentage of administrative officers.

The Master's has been the highest degree held by a majority of presidents, vice-presidents, deans of women, secretaries of the faculty, registrars, librarians, and assistant deans.

Academic deans and deans of men are the only administrative officers among whom the Ph.D. is the most common degree. Of the former, 54.5 per cent and of the latter, 39.3 per cent have held the Doctor's as their highest degree. A large percentage, but not a majority of presidents, vice-presidents, secretaries of faculty, and assistant deans has held the Doctor's degree. This degree has been held by a relatively small percentage of deans of women, registrars, librarians, and alumni secretaries.

These data indicate that a better academic training, as represented by advanced degrees, is being required of individuals occupying the offices of president, vice-president, dean, dean of men, and assistant dean. Fewer deans of women, secretaries of faculty, registrars, librarians, and alumni secretaries possess advanced degrees than formerly. It appears, therefore, that the latter offices require a type of experience not necessarily furnished by advanced academic training.

TABLE LXXXV

HIGHEST DEGREES HELD BY TEN ADMINISTRATIVE OFFICERS IN
THIRTY-TWO INSTITUTIONS OF HIGHER EDUCATION,
1860-1933

Officers	Percentage Holding:				
	No Degree	Bachelor's	Master's	Doctor's	Professional
President	2.6	8.8	53.3	30.4	4.9
Vice-President		2.6	53.8	38.4	5.1
Dean		6.7	34.5	54.5	4.2
Dean of Men		32.1	25.0	39.3	3.6
Dean of Women	15.4	29.1	37.1	16.0	2.3
Secretary of Faculty	6.8	13.2	55.6	22.0	2.4
Registrar	1.8	34.7	45.1	12.8	5.5
Librarian	5.4	28.5	53.4	10.4	2.3
Assistant Dean		29.3	36.2	31.0	3.5
Alumni Secretary	5.3	67.1	19.7	1.3	6.6

Tenure of Ten Administrative Officers

Table LXXXVI presents information concerning length of tenure of ten administrative officers in thirty-two institutions of higher education from 1860 to 1933.

Presidents have had a tenure of nine years, the longest of these ten administrative officers. The shortest tenure is that of assistant dean, the median being 2.5 years. Librarians have had a tenure of six years. The median tenure in years for vice-presidents, deans, and registrars is five. Deans of men and

TABLE LXXXVI

LENGTH OF TENURE OF TEN ADMINISTRATIVE OFFICERS IN
THIRTY-TWO INSTITUTIONS OF HIGHER EDUCATION,
1860-1933

Officers	Median in Years	Range in Years
President	9	1-40
Vice-President	5	1-32
Dean	5	1-33
Dean of Men	4	1-22
Dean of Women	3	1-30
Secretary of Faculty	3	1-48
Registrar	5	1-42
Librarian	6	1-50
Assistant Dean	2.5	1-11
Alumni Secretary	4	1-19

alumni secretaries have held office for a median of four years, and secretaries of faculty and deans of women have had a tenure of only three years. There is a wide range in length of tenure of these ten administrative offices, the range in years being in general related to the date of establishment of the office. Widest ranges occur in the offices of president, librarian, and secretary of the faculty, and shortest ranges in the offices of assistant dean, alumni secretary and dean of men.

The significance of these data lies in the fact that even the chief administrative officers in these thirty-two representative institutions have had a median tenure of only nine years. The only other administrative officer having a median tenure of

more than five years is the librarian. Hence these facts demonstrate that the administrative personnel changes very rapidly in institutions of higher education. In fact, in the median institution there would be a complete change of administrative personnel every nine years.

The number of administrative officers has increased steadily in all types of institutions from 1860 to 1930, but the most rapid development has occurred since 1890. The increase has been most marked in the larger institutions. In all types of institutions the increase has been retarded from 1930 to 1933. Still, the period is too short to permit any generalization as to the permanency of this retrenchment.

The data compiled and presented in this dissertation reveal a steady increase in the last three-quarters of a century in the complexity of administrative organization in institutions of higher education in America. With increased size and expansion of services rendered by these institutions has come specialization of function among administrative officers. Moreover, specialization of function has resulted in turn in changing the characteristics of the incumbents of these offices. Numerous examples of such changes have been presented to demonstrate the truth of the foregoing statement. However, the greatest changes have occurred since the beginning of the twentieth century. During the past decade the larger graduate schools have responded to the demand for specialized training for those preparing to assume such offices.

Many problems relating to the historical development of administrative offices in institutions of higher education remain to be investigated. Some of those suggested by the investigation of the problems in the present study are the following:

1. A treatment similar to those in this study of the

offices of director of personnel, superintendent of grounds and buildings, the various subordinate business offices, assistant to the president, dean of the various professional schools, administrative director of the health service, and administrative officer in charge of physical education.

2. A study of the relation between the growth of the administrative organization, student enrollment, and the size of the faculty.

3. A study of the ages of the chief administrative officers holding offices in selected years since 1860.

4. An historical investigation of the importance of the library in higher education.

5. A complete investigation of the development of the various administrative offices concerned with the business affairs of institutions of higher education.

